

**INFLUENCE OF SCHOOL DISTANCE ON STUDENTS
ACADEMIC PERFORMANCE IN ILORIN SOUTH RURAL
AREA OF KWARA STATE**

BY

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CERTIFICATION

This is to certify that this research work was carried out by **Yakub Aishat with**
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DEDICATION

I give glory to Almighty Allah for his mercy endureth forever in all my endeavour in life especially during the programme till the end.

ACKNOWLEDGEMENTS

First and foremost, my profound appreciation goes to my creator for showering me with his endless love, mercy and favour from the beginning of my programme up to this moment.

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I want to extend my greeting to all my family member frothier suppor, may Almighty Allah bless you abundantly and I also thanks my colleagues for the experience we share from each other may Almighty Allah be with you all.

ABSTRACT

The result work examine the Influence of motivation on the productivity of Business studies teachers in some selected secondary schools in Ilorin Kwara State. A descriptive design of survey type was adopted for the study. A population sample one hundred and twenty (120) respondents which comprises of twenty (20) teachers and one hundred (100) students were randomly selected across ten (10) secondary schools in Ilorin West LGA, four research questions were raised and answered based on the data collected through administered questionnaire. The four null hypotheses formulated were tested at 0.005 level of significance using chi-square statistics. The findings from the analysis revealed that there was a significant effect of in-service training on Business studies teachers productivity at 0.05 level of significance. Also, promotion and working condition was found to have significant effect on productivity of Business studies teachers there is no significant effect of school environment on the productivity of Business studies teachers. Based on the findings, it was recommended among others that in-service training such as summers workshop and conference be organized for teachers in order to enhance their productivity, also teachers working conditions should be improved on.

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CHAPTER ONE

Background to the Study

In Nigeria society, education is considered to be a very important instrument that can foster socio political and economic development. Our educational system and practice had undergone change, from time to time, in response to national development. In other words, the type of education invented from the colonial masters had to be modified to meet the nation's cultural needs and situation. (Adepoju, 2016), but Adepoju has observed that one of the perennial problem facing human race is the issue of the best way to give functional education to the young ones. Consequently, different experts and authorities have recommended various techniques and teaching methods, including boarding System.

In the traditional system, before the emergence of colonialism, African had evolved an informal method of transmitting a functional education system of societal values, norms, skills and secrets in form of apprenticeship. Abdullahi (2016), noted that this had been carried out without any problems such as associated with modern western education.

The issue of students receiving education far away from their home did not start with the Europeans. A learner's proximity workshop used to be the place of learning, which required that the learner's live with their masters until they gain mastery of the trade (Abdullahi, 2016), Even in Europe, Haden (2017), noted that emigrant parents sent their children to only boarding schools to remove the problems of school distance from the learners. Spartan education system brought children between ages of seven and eighteen to live together in the barracks. (Boyd and Edmundents, 2017)

The advantage of boarding school according to Rousseau was to take away the spoilt children to be trained under the best circumstances as possible to return him as matured individual to the society (Abdullahi.2016)

The early missionaries introduced a boarding system where children are removed completely from their parents to live and receive education under the same roof. Abdullahi enumerated the aim of boarding system of education as:

- i. To make total and complete indoctrination possible
- ii. To remove the burden of the distance from students home to school
- iii. To produce Nigerian elites who were African physically, but Europeans culturally and mentally.

This suited the people of the time because everything was free and it removed the burden of feeding, clothing and total care of the children from their parents. Besides, students in boarding schools felt they were superior to their counterparts who lived in towns and villages. According to Abdullahi (2016), the parents even expected compensation from the white men for allowing their children to live with them. But Nigerian society had changed gradually within the last one hundred years and the realistic of educational objectives and structures were different from those days. Expert like Aghenta (2016), had predicted the phase of residential system of education. This had become a reality in most past primary institution who until 2017 have been enjoying boarding system. By a 2017 government policy, most states of the federation were reported

to change their school system today schools and encouraged there students to register in school nearest to their residences (Herald Newspaper, 1 January 199).

According to the newspaper, militating against continuous operation of the residential system include the expansion in the environment of schools as a result of universal primary education introduced in 1976, as well as the introduction of three education by the civil administration from 2017.

Commenting on the problems associated with this mass education and necessity for day school system, Oni (2001), noted that:

“Mass education in the country had resulted in high expansion for the enrolment in schools. The consideration for the availability of qualified teachers, adequate classroom, textbooks and other materials were neglected. Most schools did not have hostel facilities and a good number of students did not have money to live as boarders in the schools. They, therefore, have no option than to be day students”

In most states of Nigeria as from September 2017, the schools were directed to phase out boarding system all costs of running and maintaining boarding facilities such as hostel facilities, feeding, matron cooks etc, and even some hostels were converted into more classrooms to accommodate entrants into the schools. Parents were encouraged to enroll their children into schools nearest to their children residence, Tribune Newspaper, 3rd August, 2017.

The new policy on education opens a new controversy regarding the inability of de-boarding system. Apart from academic program, critics of the new system said that more

problem were created for schools and students. For examples schools may not be able to perform some of their obligations like organizing school activities, provision of balance diet or monitoring students activities and behaviours plan between the homes and the schools (Awotunde, 2016). It was further observed that the homes environment may not provide conducive atmosphere for sleep and rest particularly sisters, as obtained in the school. Recently Nigeria Television Authority's 9 O'clock network news programme the results of the General Certificate of Education (GCE)1998 was announced, over 168,000 students were reported to have sat for the exam, only about 43.8% out of which about 0.6% passed was realized in English. This reflected a poor academic performance. This also supported by Yesufu (2017) earlier assertion that:

It is clear that in the last ten years, literacy rate in Nigeria has been declining and that the rise in the enrolment of secondary and tertiary levels only believed other factors.

Statement of the Problem

In Kwara State many schools are been established at various places in Ilorin South rural area of Kwara State by the government, private organization or individuals (Tella 2008). As a result of this, teaching and learning take place in different location or environment. Every school has its location, facility and also operates under different classroom condition, but all students in the rural setting are expected to meet up with the standard of curriculum and extra curriculum activities in the school. It may be reasonable to expect a uniform performance from all the student (day and boarding) since they were taught using the same curriculum and syllabus but in most cases some student seems

outperform to others in all respect (activities). Frankly speaking, there must be a definite determination that is really responsible to find out this, it has become necessary to investigate the distance of student home to their various schools in the Ilorin South Rural Area so as to evaluate the academic performance of each student with respect to the learning environment.

Purpose of the Study

The purpose of this study is to investigate the influence of School distance on Student academic performance in Ilorin South Rural Area of Kwara State. Specifically, the study to:

- i. Determine if the school distance can influence students performance by parental socio-economic factors.
- ii. Determine if the School distance will influence Students academic performance on the basis of sex.
- iii. Determine if the School distance can influence the academic performance of humanities and science students, and
- iv. Determine whether the School distance influence Students academic performance on the basis of class levels;

Research Questions

The follow research questions will be used to guide this study:

- i). Can the school distance influence the academic performance of students in Ilorin South Rural area of Kwara State?

- ii). Is there any significant difference in the influence of school distance on the academic performance of students on the basis of sex?
- iii). Is there any difference in the influence of School distance on academic performance of students on the basis of parent's income?
- iv) Is there any difference in the influence of School distance academic performance of students on the basis of class levels?
- v) Is there any difference in the influence of School distance academic performance of arts, commercial and science students?

Significance of the Study

Education is a dynamic instrument of change hence; it has become a huge government venture. The outcome of this study will be useful to parents by providing information on areas where their activities are militating against the teaching learning process. They may therefore, adjust adequately to enhance better schooling and academic performance.

The target of this research study is the students. This study may open many areas where students attitudes and behaviours could be detrimental to their progress in schools. They may in response to the finding, adjust for better performance.

Furthermore, counselors, educators and researcher have a lot to gain in the outcome of this study. This is likely to be in the area of providing clues to certain maladjusted behaviours like lateness, truancy, sleeping in the class etc. They can therefore learn to

assist such individual in the school. Finally, this study will contribute to the existing knowledge and assist future researcher as a source of information.

Scope and Limitation of the Study

The study is limited to the randomly selected Day Junior Secondary Schools and Students in Ilorin South Rural Area of Kwara State. The results of students in junior secondary school (J.S.S.I) examination in English and Mathematics are used to measure academic performance of students.

Definition of Major Terms

To make the study readable and comprehensive, it is essential to define some key terms, as they will prominently feature out.

Academic Performance: Is refers to the end of all educational exercise which can either good or bad depending on the expected result.

Environment: This refers to all the condition that promotes or hinder, stimulate or inhibit individual potentiality in his/her surrounding.

Influence: It is refers to as the ability to affect character, performance or action.

Distance: It is refers to as the situation of being far away in space.

Rural: This is refers to area that lacks basis amenities, e.g, good road, pipe-borne water, electricity, telephone etc.

Human Resources: It is refers to peoples skills and abilities that is seen as an organization which can be make use of. e.t.c.

Instructional facilities: This refers to those structures that aid easy learning e.g. classroom, laboratories, library etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is concerned with the review of work of some scholars relating to the subject matter of the study, the literature review will include the following areas:

1. Change of boarding system to day school system
2. Influence of school distance to students home on effective learning
3. Factors influencing school distance in rural area

4. Influence of school distance in rural area on academic performance of students
5. Influence of parents socio-economic status base on their children academic performance
6. Influence of school distance in rural area on academic performance of students

Change of Boarding System to Day School System

Boarding system in our educational system can be attributed to the Europeans who introduced Western Education. According to Abdullahi (2017), the primary objective of boarding system was evangelization of the indigenous population into Christianity. He however, noted that residential culture is not new to our system of education. He explained that in African traditional education, parents sent their children to relation's and friends and its men where they received education and training. The purpose of this was to ensure that children concentrate on their training since they were far away from home. Olowo Sulu (2015) stated that the modern residential system in our educational setting was very prominent, particularly in secondary schools. According to Abdullahi (2016), the Europeans wanted a means of encouraging parents to send their children to schools, and for the children to stay, the missionaries had to introduce favorable environment. Abdullahi added that many parents felt that if the Europeans were going to deprive them of farm helps (their children) they should be fed and clothed.

Rapid educational expansion in Nigeria soon before and after independence marked a turning point in Nigerian history. This includes the introduction of free education program and the establishment of secondary modern school in western Nigeria. To execute

this, the then regional government decided to encourage nonresidential schooling. The introduction of Universal Primary Education (U.P.E) in 1975 also added impetus to the phenomena increase in school population. The graduate that to move to secondary level of education were so much that the enrolment and infrastructure could not be composed favorably. In other words, the state government could not cope with the needs to put students in boarding schools.

Furthermore, all communities that have over 500 adult in Kwara state established one form of post primary institution or the other Olowosulu (2018). The grant aided schools were so many that government could not provide enough classroom to meet the enrolment demands, teachers to teach in the schools, books and other materials, not to talk of hostel facilities, including food, beddings, staff etc.

In view of these, many scholars advocated for the abolition of residential system in our educational school process. The reasons argued by Olowosulu (2015) include high cost of maintaining the system, its elastic nature, its unsuitability for Nigeria society and its irrelevance to our present day Nigeria. Woodhell (2010) stated that the operation of residential system in school entail enormous costs in terms of total opportunity costs. Furthermore, the resources used in the operation include money spent in erecting hostel and providing them with facility like, water, common room etc. Woodhell concluded that the financial and management implications of residential system outweighed its return.

Other opponents to the system Aghenta (2013), examined that:

1. The original objectives of residential school with regard to long distances, catchments areas and the inculcation of Europeans, civilized manner and provision of balanced diet for students have been over taken by events and development.
2. The benefit of residential system is more popular.
3. Its high cost over shadowed its desirability.
4. The government reason for the adoption of nonresidential system in schools Centred around high cost of maintaining the system, increasing high enrolment in schools and the downward trend in the national and states economy, in a summary analysis of education. Adesina (2016) stated that secondary school enrolment constituted 80% of post primary institution from 1975, 1980 over 1 billion was spent on capital program on secondary education, one thousand naira was budget on each student for capital expenditure and per student on recurrent.

Scholars such as Ozigi and Ocho (2017), believe that residential school now constitute a fundamental causes of student's unrest in schools. According to them, because of the economic situation of the country, many inadequacies such as poor food, lack of water or light could make students to easily mobilize themselves and result to violence. They therefore, argue that if students do not live together, they may not be able to mobilize and act violently. They concluded that, by this, school environment could be used as potentials to enhance better administration and academic performance. This may also prevent its being used as catalyst for unpleasant development like rioting.

Influence of School Distance to Student Home on Effective Learning

According to Rasdaq (2016), most people do not have good day schools at their door skies. As such, the time otherwise wasted going to and coming from school could be saved through the boarding system. He argued that it is in a boarding school that may desired innovation in educational methods which is first experimented. He argues further that many aspects of life such as noise, parents quarrel, uncontrolled social outings stress and strains of trekking or journey made from school back home, etc., do not feature in boarding schools.

Contrary to the above Rasdaq, (2016), opined that a boy who is at home during the holidays is likely to acquire less desirable knowledge of life than a boy who is always at home every morning and evening. He added that he would not send clever boys to some boarding house considering the disadvantages he is likely to encounter. He therefore, concluded by saying that at present there are very few boarding schools to which I could venture to send a boy if he were above average intelligence, moral and sensitiveness. A sensitive child of exceptional ability had better not go to boarding school.

While inquiring into the boarding school system in the United Kingdom, Gambari (2015), considered the impact of the boarding school on individual attitudes and academic attainment. Lambard (2016) argued that the boarding system differs considerably from the day school system in social, moral and educational objective it was established to achieve. In his conclusion he considered the boarding school as a society in miniature, with its own system of authority and privileges its official structures, social grouping and value system. All these are different from academic attainment from the above point's school distances

that have pronounced influence on student's academic attainment as day student may not be exposed to the same conditions as their boarding counterparts.

Factors Influencing School Distance in Rural Areas

The major factor that influence school distance in rural areas is the government policy on education (Abdullahi 2016), had predicted that government has a lot of role to play on the educational policy in rural areas to enhance the academic performance of the student in the areas, he noted that government should provide transportation to schools in rural areas at subsidized rate and also government should provide social amenities like good roads that is movable and trekable, electricity, pipe born water, conducive classroom for both teaching and learning etc.

He added that parental socio-economic factor also influence the school distance in rural areas, it's the common factor in rural areas in which parent are not capable of financing their children in the school which may lead to student drop-out or unable to participate in many school activities.

Influence of School Distance in Rural Area in Academic Performance of Students

Oni, (2011), in her comparison of students' academic performance in boarding and day schools in Niger state, reported that 80% of her respondents agreed that school distance and inadequate transport facilities caused their poor academic performance. Most of them claimed that first two period of the day.

School distance affects the attitude of students towards effective schooling. (Adepoju, 2016), found out that there is a significant positive correlation between attitudes

and academic achievements. Obamaja, (2016), explained that a favourable attitude towards schooling generally will result to the ability to learn. This implies that a negative attitude results into the resistance of learning process and outcomes informs of achievements.

David and Micheal (2010), conducted a comparative study of student's performance in lower parts of day and boarding schools in Japan for Tokyo Centre Guidance. They found out in the study that poor academic performance among the youths was greater in the day schools where students covered some kilometers on the daily basis, than in the boarding schools where school distance was nonexistent. Furthermore, their study of five hundred cases of truancy in ten secondary schools revealed that 60% of truancy cases came from the day schools. They were therefore able to establish a positive correlation between truancy, poor grade in class work and incomplete school experiences.

Poor accessibility to educational facilities serves as a problem that worries student's motivation. Relating school distance to performance, Okpele, (2019), emphasized that school drop outs and poor academic performance are frequently due to long distance pupils have to travel daily, their under nourishment and the need for them to walk at home with their parents. claimed that whereas the rural child experiences straining and drowsiness during school lessons as a result of long journey made on foot, the bus-stops for the urban is a battle field between himself and workers as they meet. As a result of this, the child gets late to school and pays the price for his lateness.

Olutola (2018), advised that distance of school at a site readily accessible to staff and students would allow children from poor homes make minimum journey by foot

without negative effect on their academic performance. The outcomes of the above research studies clearly show that school distance plays significant role in academic achievement.

However, Ayeni (2013), was of the opinion that day students have some advantages over their boarder counterparts by virtue of what they see, handle and experience every day. In his words, Day students are ‘exposed to challenges from what they see between home and the school e.g. fascinating architecturally designed buildings, television/video programme etc. All these help to develop their intellectually, Ogunlade (2013), Obameata (2016), agreed with Ayeni that exposure of students to different types of stimuli outside school but environment plays a very important role. Adeniyi Be) also stressed that the type of behaviour repertoire learned in the home, generates into school environment, thus providing a source of differential responses to different types of stimuli outside of the school environment, which may similarly produce different levels of performance independent of ability. This means that all children do not proceed with their academic career on equal footing to the school from the home.

The type of school attended by individual student also affect his or her achievement. According to Pidgeon (2017), the general atmosphere of a school the vigour, purpose and tempo of the work is strongly reflected in everything a child does, so that in another school with a different standard of effort and a different range of attainment, his performance may well be different. This is supported by Bamigbaiye (2017), who found

that such school factors as quality of teaches' experience and ability of the school to be productive to the academic success than the family socio-economic status.

Influence of Parents base on their Children's Academic Performance

In a developing country such as Nigeria, the disparity in economic and social development and the provision of modern amenities between families are well pronounced' Awotunde, (2016), said that the most important predictor of achievement in school associated with the family is the socio-economic status. The higher the pupils family the higher we expect his school achievement to be.

Fotheringham and Creel (2018), reported that the major influence on the difference in academic performance of student is the home Suchaffer (2017), also asserted that researchers into social class background and its effects upon educational performance have indicated that the poor living condition, the economic problem, e.t.c. as experienced by many lower class families has powerfully handicapped to the educational progress of their children.

In the light of the above reports the way by which parent of different socio-economic background respond to their childrens school needs differ in term of time quality and utility and style. For instance Lawanson, (2019), noted "for some parents school distance is covered by the children with pleasure as they ride to and from school daily in comfortable cars. Riding to school in cars enhances superior personality and it is highly motivational among adolescents. Unlike the poor parents who can hardly afford three square meals. It is burdensome when the transport expenses of his child is added to his

budget. Therefore, his child treks to school under all the elements and yet compete with better fed, well-motivated and better equipped pupils of his class”

CHAPTER THREE

RESEARCH METHOD

This chapter is designed to present the methodology employed to carry out the study. This includes:

Research Design,

Population

Sample and Sampling Procedure,

Research Instrument

Validity of the Instrument

Reliability of the Instrument

Administration of the Instrument

Procedure for Data Analysis

Research Design

The research type adopted for this study is descriptive survey method. Durosaro (2015), describes descriptive survey as method that tries to collect information from a representative sample group, and based on this information, inferences are drawn about the

behaviours of the entire population. According to Adewumi (2016), it is useful in finding out meaning and understanding of the present and past situations. It saves time and less expensive.

Population

The population for the study comprised of all SS III Day Secondary School Students in Ilorin South Rural Area of Kwara State.

Sample and Sampling Techniques

The sample for the study will be selected by random sampling which Adewumi (2014) defines as a method of selection in which all members stand the chance of being selected and in which the selection of one member does not affect the chance of another

To get sample for the study, forty (40) students each will be randomly selected from five Secondary Schools in Ilorin South Rural Area of Kwara State. These will be added to form total participants of two hundred (200). The-School to be-sampled-includes the following:

1. Government Day Secondary School Okekere
2. Best Way Model College
3. Ansaru Islam Secondary School
4. Ar-Roqeeb Islamic College
5. Future Hope Model College

Research Instrument

The instrument to be used for the study will be questionnaire named effect of day schooling on academic performance questionnaire (EDSAPQ). It is a self-constructed questionnaire which was made after an extensive study of the related literature.

The questionnaire consists of two sections. Section A contains the background information such as sex, age, family type, school distance, residence etc. section B consists of items that seek to elicits information on the effect of day schooling on academic performance students in Ilorin South Rural Area of Kwara State.

The results of student's academic achievement (examination) in the second term of JSS III will also be collected.

Validity of the Instrument

Validity measurement is the extent to which an instrument measures what it purposes to measure. The validity was assessed through face and content validity. The instrument was given to some lecturers in the school of vocation, in College of Education, Ilorin for the assessment. They went through the items and made useful corrections. The final correction was done by my supervisor who gave-her consent.

Reliability of the Instrument

Reliability of an instrument refers to the degree to which a test Yields consistent scores when administered over append of times is Kola (2013) A test retest method was employed to establish reliability of EDSOAPQ

This procedure was carried out by administering twenty copies of the instrument to representative sample of who will not form part of the final administration. The same

instrument was also administered to the same group, the two scores were recorded and correlated through Pearson product moment correlation. The result yield 0.81. It is the research's opinion that this figure is high enough for reliability.

Administration of the Instrument

The researcher will personally administer all the 200 questionnaire to all the respondents in their various schools. This is to ensure accurate responses and maximum returns. The respondents will be assisted to respond to the items and all the questionnaire will be collected back.

The questionnaires responses are in 4-likert scale and will be scored in the following order.

Strongly agree =(SA)= 4 Agree =(A)= 3

Disagree =(D) = 2 Strongly Disagree = (SD) = 1

Procedure for Data Analysis

The collected data will be scored using frequency count and percentage. The data will be analysed using Pearson product moment correlation to correlate respondent's responses and their academic performance chi-square (X') to compare the respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

Presentation of Results

The study looked into the influence of school distance to student home on their academic performance of secondary school students in Ilorin South rural area of Kwara State. Data were collected from 200 respondents through influence of school distance to their school on the academic performance questionnaire. The data were then analyzed using percentage and chi-square (χ^2) to answer the research questions posed in chapter one.

The personal information of respondents are present from table one.

| Sex | Number | Percentage |
|------------|---------------|-------------------|
| Male | 79 | 39.5 |
| Female | 121 | 60.5 |

Field work, 2021?

Table one presents the distribution of respondents in which the males were 79 or 39.5% and the females constituted 60.5% of the population.

Table two Distributions of respondents by parent's income

| Parents income | Number | Percentage |
|-----------------------|---------------|-------------------|
| Below ₦10,000 | 141 | 70.5 |
| Above ₦10,000 | 59 | 29.5 |

Field work, 2021?

The data in table 2 shows that there were 141 (70.5%) and 59 (29.5%) students from low income and high income respectively.

Tablethree: Distribution of respondents by class level.

| Class Level | Number | Percentage |
|--------------------|---------------|-------------------|
| S.S.S | 98 | 49 |
| S.S.S | 102 | 51 |

Field work, 2021?

Table 3 presents the distribution of participants by class level.

The table indicated that there were 98 and 102 students from J.S.S and S.S.S. respectively, in the study.

Table four: Distribution of respondents by subject combination

| Subject Combination | Number | Percentage |
|----------------------------|---------------|-------------------|
| JSS | 98 | 49.0 |
| Arts and Commercial | 63 | 31.5 |
| Science | 39 | 19.5 |

field work, 2021?

In the table 4, it can be seen that the J.S.S students participants were 98% or 49.0%. The Arts and Commercial and Science students were 63% and 39% respectively.

One of the research questions ought to know the influence of school distance to student home on academic performance of selected day students. To do this the | academic performance of students in the last promotion exams in English and mathematics were

obtained from the school These were then computed and correlated to determine if relationship existed or not.

Question One:

Can the school distance to student home influence the academic performance of students in Ilorin South rural area of Kwara State?

Table 5: Pearson Moment Correlation on school distance and academic performance

| Variable | Number | Mean Table | SD | Pearson r1 | Table |
|----------------------------|--------|------------|-------|------------|-------|
| Factors on school distance | 200 | 62.74 | 9.18 | 0.186 | 0.196 |
| Academic performance | 200 | 99.76 | 13.13 | | |

$P > 0.05$

The data in table 5 shows that the calculated Pearson correlation is 0.186 of which is less than the table value of 0.196. This is low but not significant at 0.05 significant levels. This means that the school distance to student home cannot influence the academic performance of students in secondary school.

Question Two:

Is there any significant different in the influence of school distance to student home on the basis of sex?

| Sex | Number | Ob. | Exp | DF | X ² cal | X ² tab |
|-----|--------|-----|-----|----|--------------------|--------------------|
|-----|--------|-----|-----|----|--------------------|--------------------|

| | | | | | | |
|--------|------|-------------|------------|---|-------|------|
| | | Vol. | Vol | | | |
| Male | 71 | 59 | 47.33 | 1 | 16.32 | 3.84 |
| Female | 12.9 | 120 | 96.33 | | | |

D <at 0.05

Question two asks whether the influence of school distance on academic performance of students will be different by sex. It can be seen mm table 6, the calculated x' of 16. 32 is higher than the table value of 3 84, this is significant at 0.05 significant levels. This suggests that a significant difference was recorded.

Question Three:

Is there any difference in the influence of school distance on academic performance of Students on the basis of parent's income?

Table seven: x'' analysis Comparing respondents by parents income

| Parents Income | Number | Ob. Vol. | Exp Vol | DF | X² cal | X² tab |
|-----------------------|---------------|---------------------|--------------------|-----------|--------------------------|--------------------------|
| Below ₦ 1000 | 141 | 133 | 94.0 | 1 | 17.07 | 3.84 |
| Above ₦ 1000 | 59 | 46 | 39.7 | | | |

P <at 0.05

The data in table 7 shows that the calculatedX² value of 17.97 is more than the table value of 3.84, which is significant at 0.05 significant levels. The question had tried to find out if there will be difference on the basis of parental incomes based on this table, the

result means that there is a difference in the influence of school distance to student home on academic performance of students from low income and higher income parents.

Question four:

Is there any difference in the influence of school distance on academic performance of students by class level?

Table eight: X^2 analysis Comparing respondents by class level.

| Class level | Number | Ob. Vol. | Exp Vol | DF | X^2 cal | X^2 tab |
|--------------------|---------------|---------------------|--------------------|-----------|-----------------------------|-----------------------------|
| J.S.S | 98 | 70 | 65.33 | 1 | 17.92 | 3.84 |
| J.S.S | 102 | 100 | 85.0 | | | |

P <at 0.05

In table 8, the data shows that the calculated X^2 value is 17.92, which is more than the table value of 3.84. This is significant at 0.05 level of significance. The answer to question four, based on this finding, is that the school distance differently influenced the academic performance of junior and senior secondary school students.

Question five:

Is there any difference in the influence of school distance to student home on academic performance of J.S.S. Arts and Commercial (Humanities) and Science?

Table nine: X^2 comparing respondents by Subject's combination.

| Subject combination | Number | Ob. Vol. | Exp Vol | DF | X ² cal | X ² tab |
|---------------------|--------|-------------|------------|----|--------------------|--------------------|
| J.S.S | 98 | 92 | 61.33 | 2 | 17.92 | 3.84 |
| Art and Commercial | 63 | 100 | 40.67 | | | |
| Science | 39 | 31 | 20.67 | | | |

The data in table 9 indicate that the calculated X²value of 32.4 is more than the table value of 5.99, this is significant level. The answer to question five is the influence of school distance to student home on academic performance of student different on basis of subject | combination.

Summary of Findings

The study revealed that the school distance to student home has no significant relationship with the academic performance of Secondary School Student in Ilorin South Rural Area of Kwara State. They were also found to be significantly different on the basis of sex, class level and subject combination.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The introduction of day schooling had become history of education, not only in Ilorin but also in Nigeria as a whole. Consequently, the number of residential students in

many of secondary schools have either been drastically reduced or completely canceled. In others words no secondary school, including Federal schools, can now claim to be completely residential. They are either nonresidential or combination. Olowosulu (2015) Furthermore, the home and the students now carry more responsibilities than before. For example, the home now provides food, accommodation and other school material than before.

On the part of students they have to cover more distance from home to and from school every day, have to harmonies daily activities at homes and schools and have to create convenient avenue for study periods. The results of this study show that majority of the respondents (92%) lives as far as 2 kilometers away from the schools. Out of this 68% of them claimed to trek to their schools because of financial constraints.

Academic Performance

With respect to academic performance, the schools from the last promotion examinations of students showed that they performed averagely well. For example, even though only about 3% performed at B grade level, majority 102 passed at D grade. The total results also showed that only about 26 students failed or scored below 40 marks. But as Aghenta (2013), pointed out distance to school alone cannot account for poor academic performance of students in schools. This research supports Aghenta (2013), the private evening classes, which prepare students for examinations. They live far away from the institutions some of them even attend the lesson after the day's work. Experiences have shown that most of the candidates passed creditably well in their examinations.

School Distance and Performance

From the result of this study, it could be deduced that the school distance has little or no significant relationship to school performance. The item analysis of the questionnaire revealed the existence of certain problems that could defer or militates against effective performance. These include the home commitment like taking care of the younger siblings, compulsory performance of certain household chores, trekking to the schools or complete absents at wills. All theses, through recorded in students daily problem, did not significantly related to school performance in this study.

One major factor responsible for this non relationship between this two variables could be what Olowosulu (2015), described as experiences from abrupt changes from residential to day schooling. According to him, these new experiences led to adjustment, adaptation and interval relationship of events. For example, students might have taken problems of day schooling as a challenge and worked harder to pass.

Cooperation from homes and the school was also expected to have contributed to fair performance of day students. According to Olowosulu (2015) parents are now challenged to concern themselves with the academic performance and leisure activities of their children. This is shown in the analysis of respondent's responses. For example, 87 or 43.5% of the samples indicate that apart from their parents helping them to explain school assignment, they also obtained private teachers for them to assist them in their school works. This is welcome development comparing the respondent's responses on the basis of sex, significant differences were observed. This finding supported Awotunde's (dole study

in which de-boarding system was found to affect students' academic performance by sex in Torin South Rural Area of Kwara State. Another comparison on the parent income also students from low income and higher income parents to be significantly different. This might not be surprising because students from well to do parent of school fees and even transportation to the school. They may also be able to employ teachers to teach their children at home.

With respect to class level, the junior secondary school student counterparts. This negated Olowosulu (2015) who found no significant difference in the academic performance of residential and non-residential in junior and senior secondary school. The comparison by subject's combinations revealed significant difference between S.S.S, Arts, Commercial and Science students. This finding found residential and non-residential student to be significant in subject areas.

Conclusion

From this study, it is concluded that;

- (i) School distance to student home has no significant influence on the academic performance of selected secondary school students in Ilorin South Rural Area of Kwara State.
- (ii) There is a significant difference in the influence of school distance on the academic performance of secondary school students on the basis of sex.
- (iii) There is a significant difference in the influence of school location on academic performance of secondary school students on the basis of parental income.

- (iv) There is a significant difference in the influence of school distance on the academic performance of secondary school students of Junior and senior secondary school levels
- (v) There a significant difference m the influence of school distance on the performance of secondary school Students at secondary school students, the science and the arts and commercial

Recommendations

Based on the findings the following recommendations were made:

- i. Efforts should be made to admit students into schools near their homes. This can go a long way to reducing wondering of students from home to school and reduces incidence of lateness
- ii. In view of the fact that schools cannot be closer to all homes government should provide buses especially for students to transportation and from schools at highly subsidized rate.
- iii. Parents should provide conducive environment for their children to enable them go to school on time of study and do their homework conveniently
- iv. Guidance and counseling services should be established in all schools to assist students overcome their psychological problems that could disturb their school activities

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